DOCUMENT RESUME

ED 126 661 EC 090 728

AUTHOR	Haughton, Donna D.
TITLE	Project PREM: Final Report for Year I. (Preparing Regular Educators for Mainstreaming).
INSTITUTION	Texas Univ., Austin. Coll. of Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	76
GRANT	007501218
NOTE	48p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; *Inservice Teacher Education; *Performance Based Teacher Education; Program Descriptions; Program Planning; *Regular Class Placement; *Teacher Education; Teachers
IDENTIFIERS	*Preparing Regular Educators for Mainstreaming; Project PREM

ABSTRACT

The final report on Preparing Regular Educators for Mainstreaming mildly handicapped children (Project PREM) focuses on the first year's activities and outlines proposed objectives for the project's second and third years. Covered in an introductory section are Project PREM's main objective of developing and implementing a competency-based program for both preservice and inservice teachers, the background of educational programing for the handicapped, the history of special education in Texas, and Project PREM's purposes and goals. Project activities are noted to be divided into four major cluster areas (sample activities are in parentheses): planning (selection of educators to serve on the planning and development team); identification of competencies and management systems (a survey of state and national planning and training procedures in relation to the mainstreaming concept); major programing activities and evaluation (the pilot testing of the modules and delivery systems with 107 preservice and inservice teachers); and administration and organization. Listed among second year objectives in each of the major cluster areas is the identification of instruments and procedures for evaluating the field experience component. Plans (also listed for each cluster area) for year 3 of the project are noted to involve the integration of the competency-guided modules and field components into existing preparation programs. In a final section on evaluation results, modifications are suggested which include the development of short, objective pre- and post-assessment instruments. Appended is an outline of the goals and objectives of 10 instructional modules covering such topics as handicapping conditions and individualized instruction. (SB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED126661

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project PREM

Final Report for Year I

by

Donna D. Haughton

Preparing Regular Educators for Mainstreaming
Dean's Office--College of Education
The University of Texas at Austin
1976

Copyright, 1976. All rights reserved.

Funded by BEH/USOE (G) 007501218 to the Dean's Office, College of Education, The University of Texas at Austin.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Donna D. Haughton
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

EC 090 728

TABLE OF CONTENTS

	PAGE
PREFACE	iii
PROJECT FACULTY AND STAFF	v
INTRODUCTION	1
PROJECT PREM ACTIVITIES FY '75-76	7
PROPOSED OBJECTIVES DURING YEAR TWO OF THE GRANT	20
PROPOSED OBJECTIVES DURING YEAR THREE OF THE GRANT	25
EVALUATION RESULTS	29
REFERENCES	35
APPENDIX	37

PREFACE

This document describes the activities as completed by the Dean's Office project at the University of Texas at Austin during the 1975-76 fiscal year. The Preparing Regular Educators for Mainstreaming (PREM project) was initially funded in June, 1975 by the Bureau for the Education of the Handicapped, United States Office of Education. The purpose of this project was to design a competency-guided program to prepare educators to meet the needs of the exceptional child in the regular classroom.

The first year of the project was devoted to planning and development. The objectives of this phase were clustered into four major areas: (A) Planning, (B) Identification of Competencies and Management Systems, (C) Major Programming of Activities and Evaluation, and (D) Administration and Organization. This document will describe the activities and outcomes of the four clusters.

The 1976-77 year constitutes an exploratory-prototype phase which will involve the field testing of the training components and subsequent revision. The 1977-78 year involves the refinement and dissemination of the program as well as the integration of the modules and field components into already existing courses in the regular teacher preparation program at the University of Texas at Austin. The objectives of the second and third years of the project can be classified into four major clusters: (A) Planning, (B) Programming and Evaluation, (C) Implementation of the Model, and (D) Administration and Organization.

This document contains a general background of the concerns for meeting the educational needs of handicapped children, especially those

handicapped children who can benefit from placement in a regular classroom for any part of their educational experience. In addition, this document summarizes the related literature, the responses of individuals involved in the educational process of the handicapped child concerning professional training needs, the subsequent modules developed to meet these needs, and the field testing of the modules with both pre-service and in-service teachers. Also briefly outlined are the proposed activities for the second and third years of the project.

Preparing Regular Educators for Mainstreaming
Project Faculty and Staff
1975-76

Project Co-Directors:

Lorrin Kennamer, Dean, College of Education

Edmund T. Emmer, Associate Dean, College of Education

Project Coordinator:

Donna Denney Haughton, Ph.D.

Project Team Members:

Tammy Farris, M.Ed., Special Education Teacher, Austin Independent School District

Stephen Hinshaw, M.A., Secondary Education Teacher, Austin Independent School District

Mary Ruth Thomas, M.Ed., Elementary Education Teacher, Austin Independent School District

Research Associates:

Donald F. Enos, Ph.D.

Glenna Sue Wade, M.Ed. Candidate, University of Texas at Austin

INTRODUCTION

The Bureau for the Education of the Handicapped, United States Office of Education, has responded to needs in the area of regular classroom teacher preparation for mainstreaming by funding special Dean's Office Project Grants. These monies were allocated for designing and implementing programs to train regular classroom teachers to work with mildly handicapped children who are being mainstreamed. The Preparing Regular Educators for Mainstreaming (PREM) Project at the University of Texas at Austin was one of the Dean's Office Projects to be approved for a three-year period beginning June 1, 1975.

Project PREM was designed primarily to develop and implement a competency-based program for the preparation of both pre-service and in-service elementary and secondary teachers to meet the educational needs of students who are handicapped or who exhibit some special learning problems. In reviewing the problems and areas of need holistically, it was felt that all groups who exert an influence on teacher preparation programs and on the successful classroom implementation of techniques and skills gained during the preparation periods should be included in every phase of the planning, implementation, and evaluation components of a comprehensive program. Therefore, Project PREM has felt the necessity of involving regular pre-service and in-service teachers, school administrators and supervisors, the teacher education faculty, parents of handicapped children, and special education personnel. Each of these groups has played an active role in determining the local needs, in designing,

implementing, and revising a training program focusing in the issue of mainstreaming, and in identifying populations and facilitating training efforts.

Reported herein is a summary of the first year activities of the project. The techniques introduced and the information uncovered could be valuable for others interested in coping with the problems of mainstreaming.

Background of the Problem

Current practices and implications can best be understood by reviewing the field of educational programming for handicapped children in retrospect. Early efforts in providing for educational services for the handicapped focused primarily on full-time care in residential schools for the deaf, the blind, and the retarded. The residential school pattern began to shift as special classes for retarded students were established at the end of the nineteenth century. By 1966, this shift had become so widespread that public day schools were serving the greatest numbers of handicapped students (Mackie, 1969). Today there is some form of special education legislation in every state with projections estimating that by 1978 approximately 85% of the school-aged handicapped population will be receiving an appropriately designed educational program (Mann, 1974).

Initially, the organization of the segregated special class was an attempt to relieve regular classroom teachers from the burdens of accommodating individual differences within the confines of the regular classroom setting (Kaufman, Semmel, and Aagard, 1973). Students exhibiting like handicapping

conditions were grouped together and provided with a specially trained teacher so that uniquely effective programs could be developed. However, the appropriateness of special class placement, labeling practices, and the efficacy of such programming techniques have been questioned during the past two decades and have consistently failed to substantiate special class placement for all handicapped students (Bacher, 1965; Baldwin, 1958; Baller, 1936; Blatt, 1958; Carroll, 1967; Cassidy and Stanton, 1959; Diggs, 1964; Dunn, 1971; Goldstein, Moss and Jordan, 1965; Johnson and Kirk, 1950; Kern and Pfaeffle, 1962; Kirk, 1964; Mayer, 1966; and Thurston, 1960).

As a result of these findings as well as recent court decisions, changes in the identification and assessment procedures and in formats for delivering educational services are being implemented. More flexible programming patterns are being identified to promote the greatest degree of normalization. The concept that difference is by nature threatening and/or demeaning is gradually being replaced by the adoption of policies which honor and protect each individual's right to be different.

Special Education in Texas

The implementation of special education programming in Texas began in 1945 with provisions for the physically handicapped and the speech handicapped. Services gradually expanded to include programs for the educable mentally retarded, the trainable mentally retarded, the school-aged blind, the school-aged and pre-school deaf, and the minimally brain-injured. Special provisions for contractual arrangements for the deaf-blind and pilot programs

for the emotionally disturbed were also established (Madison and Tyler, 1974).

A state supported review of special education services in 1968 concluded that less than half of the handicapped children were receiving appropriate services with many counties providing no special services. It was also revealed that programming costs were excessive with far too many children spending their lives in state institutions or dropping out of school.

Senate Bill 230 mandated that provisions for a new educational approach be designed to meet the needs of all handicapped children throughout the state. The State Board of Education responded with Plan A to provide for comprehension special education services to all handicapped children between the ages of three and twenty-one. Under its provisions, the central focus is on the individual needs of the child as identified through a comprehensive assessment process, and programming is flexible. The educational need, rather than a medical or psychological diagnostic label, has become the factor determining the kind of services rendered. Plan A has provided school districts with the opportunity to expand alternative educational strategies and services based upon the recognition of individual needs. One area of alternate services dealing with the mildly handicapped includes variations of the concept of placing students in the mainstream of education for various periods of time as dictated by the individual needs of the child.

Project PRIME (Programmed Re-entry into Mainstream Education) was designed to evaluate the comprehensiveness and appropriateness of the services as delivered under Plan A. In the initial evaluation, Project PRIME identified

the following as needs relative to the successful implementation of the Texas Plan A:

1. The need for more relevant in-service programs to facilitate program implementation.
2. The need for the development of human relations skills.
3. The need to involve all levels in a systemic orientation and approach to mainstreaming.

Statement of Need

Thus, in reviewing teacher preparation programs and in-service training programs, the findings of Project PRIME revealed certain areas of discrepancy. Traditionally, the pre-service education programs for regular classroom teachers have ignored the area of special education and training teachers to cope with individual differences as related to various handicapping conditions. Even when programs did include a basic orientation to the various handicapping conditions and special accommodative procedures, only rarely were such knowledge competencies augmented by practica or did they address attitudinal concerns and specific instructional strategies.

Systemic amelioration of this problem, therefore, must include both in-service and pre-service teachers, school administrators and supervisors, and university teacher education faculty. Project PREM is a concerted university and school district effort designed to provide training for these various professionals. The purposes of the program include:

1. The delivery to undergraduates seeking certification in elementary or secondary education of a competency-based program designed to

develop skills to meet the needs of handicapped students who have been mainstreamed into regular educational programs.

2. The delivery of a competency-guided program to encourage critical reading, the discussion of special education programs and practices, and the upgrading of individual teaching performance of professional educators.
3. The delivery of a program designed to develop competencies in the education of handicapped students through individualized, self-paced instructional units, workshops, pragmatic class assignments in schools serving these children, and practicum experiences.

In an attempt to fulfill the purposes of the grant, the Project PREM staff established the following goals:

1. To identify specific training area needs for the successful integration of mildly handicapped students into regular classrooms.
2. To review and compile an annotated bibliography of materials which could be utilized in training educators for the implementation of the mainstreaming concept.
3. To develop and implement a competency-based program to aid the educator in acquiring skills to facilitate mainstreaming.
4. To deliver a program to facilitate the acceptance, integration, and education of mildly handicapped students in regular education programs.
5. To deliver a program to facilitate communications and team work with all individuals involved in the educational process of handicapped students.

PROJECT PREM ACTIVITIES FY '75-76

The 1975-76 funding year of the project consisted of planning and development activities. The objectives for the project are most easily considered by dividing them into four major cluster areas: A. Planning; B. Identification of Competencies and Management Series; C. Major Programming Activities and Evaluation; and D. Administration and Organization. The following discussion considers the activities of the first year within the context of these four clusters.

Cluster A--Planning

The first objective of the planning cluster was the selection and hiring of educators to serve as key persons on the Planning and Development Team. The following personnel served in this capacity:

Project Co-Directors

Lorrin Kennamer, Dean, College of Education

Edmund T. Emmer, Associate Dean, College of Education

Project Co-Ordinator

Donna Denney Haughton, Ph.D., Lecturer, Department of Special Education

Project Team Members

Tammy Fariss, M.Ed., Special Education Teacher

Stephen Hinshaw, M.A., Secondary Education Teacher

Mary Ruth Thomas, M.Ed., Elementary Education Teacher

Research Associates

Donald F. Enos, Ph.D. Candidate, Educational Administration

Glenna Sue Wade, M.Ed. Candidate, Educational Psychology

The backgrounds of the team members represent both special and regular education at both the elementary and the secondary levels. Members were selected from the university as well as from the local school district following an intensive search. Criteria for consideration included experience in working with handicapped children in regular classroom settings, program development, staff development, and skills in the area of communications and human relations.

A joint college-community-school district Advisory Comiittee was then selected and defined their role. Members of the Advisory Committee consisted of college students, local school district personnel including teachers, supervisors, and administrators, representatives from local school district organizations, parents of handicapped students, the local Teacher Education Center personnel, and university faculty. In addition to those personnel serving on the Planning and Development Team, the Advisory Committee consisted of the following individuals:

COMMITTEE MEMBER	AREA OF REPRESENTATION
Dr. Tom Hinojosa	Director of Special Education, Austin Independent School District
Mr. Paul Kirby	Staff Development Director, Austin Independent School District
Dr. Bill Smoot	Director of Secondary Education, Austin Independent School District
Dr. George Bowden	Director of Elementary Education, Austin Independent School District

COMMITTEE MEMBER	AREA OF REPRESENTATION
Mr. Larry Buford	Assistant Director of Secondary Education, Austin Independent School District
Mr. Bill Pardue	President, Austin Association of Teachers
Dr. Jack King	Chairman, Department of Special Education
Dr. Bill Myers	Special Education/Student Teaching
Dr. Bob Kline	English Education
Dr. Elaine Fowler	Elementary Coordinator/Student Teaching
Dr. Leonard Valverde	Educational Administration
Dr. Alan Dobbins	Health, Physical Education, and Recreation
Mr. Ruben Olivarez	Teacher Corps
Dr. Martha Williams	School of Social Work
Dr. Bob Marion	Special Education
Mrs. Bert Mitchell	Parent, Austin Association of Retarded Citizens
Mrs. Paul Stubbs	Parent, Association of Children with Learning Disabilities
Mrs. Amelia Paredes	Parent, Austin Association of Retarded Citizens
Mrs. Mary Lou Barras	Parent, Association of Children with Learning Disabilities
Dr. Ben Wallace	Education Service Center XIII
Dr. Hayes Prothro	Texas Education Agency
Dr. Jerry Vlasak	Texas Education Agency
Ms. Lucinda Randle	Texas Education Agency
Ms. Ruth Douglass	Administrative Assistant, Special Education, Austin Independent School District
Ms. Carolyn Davis	Secondary Supervisor, Special Education, Austin Independent School District

COMMITTEE MEMBER	AREA OF REPRESENTATION
Ms. Sandy Kern	Administrative Supervisor, Special Education, Austin Independent School District
Ms. Violet Beatty	"Shift of Emphasis" Coordinator, Austin Independent School District
Dr. Matt Snapp	Director of Student Development, Austin Independent School District
Mr. Mauro Reyna	Director of Bilingual Education, Austin Independent School District
Dr. Betty Pells	Kealing Learning Center, Austin Independent School District
Ms. Irene Pickhardt	Project PAVE, Austin Independent School District
Mr. Gerald Williams	Director, Austin Association of Retarded Citizens

The Advisory Committee has played an active role in the planning, development, and implementation of the project. Members were instrumental in determining specific training goals and objectives, in reviewing the modules as they were completed, in planning summer activities such as workshops for in-service training of teachers, administrators, and university personnel, in planning for dissemination activities, and in developing a strategy for placing and evaluating participants during their student teaching experience.

In an attempt to establish a model for the estimated expenditures of time for activities and completion dates for the scheduled events, a Program Evaluation and Review Technique (PERT) network was designed which indicated key decision points and the interconnection of the major constituents of the program model. The critical path for the completion of activities was provided as an attempt to channel resources for the most effective utilization of time and energies (see Project and PERT Design Manual).

Another phase of the planning cluster has included the establishment of lines of communication with local and state agencies to facilitate field experiences during Years Two and Three. A great amount of effort was exerted to elicit participation from both instructors and local school district personnel. Local teachers have volunteered to participate in in-service training workshops, in video-taping sessions of exemplary programs, and in sharing strategies for successful mainstreaming.

Cluster B--Identification of Competencies and Management Systems

During the Fall Semester, 1975, the Planning and Development Team surveyed state and national planning and training procedures in relation to the mainstreaming concept. Materials developed as a result of similar projects, commercially produced materials, and various delivery system models were reviewed and evaluated to derive by synthesis a model to be incorporated with the U.T.-Austin sphere of influence.

In an attempt to identify competencies which must be acquired by pre-service regular education teachers and other educators in programming for the educational needs of the handicapped, the needs as expressed both in the current literature and in the local educational community were assessed. The assessment of local needs began with a needs assessment conference which included personnel from the University, Austin Independent School District, local teacher associations, the Texas Education Agency, parents of handicapped children, representatives from parent organizations, and students enrolled at the University. The conference enabled the project staff to begin defining

and deducing the generalities of needs into definitive objectives for the competency-based modules.

The needs as expressed by the various participants gave way to the construction of survey forms to provide a deeper understanding of the training needs. The survey forms were subsequently completed by groups of pre-service teachers, in-service teachers, administrators and university personnel, and parents of handicapped children. This information was then compared with those needs as expressed in the current literature.

The following areas were included as specific instructional domains as identified in the composite survey of needs:

1. Rationale for mainstreaming
2. Clarification of values related to mainstreaming
3. Educational truism
4. Self-concept development
5. Characteristics and implications of handicapping conditions
6. Labeling dysfunction
7. Materials information
8. Team relationships
9. Personnel utilization
10. Behavior management skills
11. Environmental arrangement
12. Time utilization
13. Parental involvement
14. Community utilization
15. Diagnostic competencies

16. Curriculum employment

17. Career education adaptions

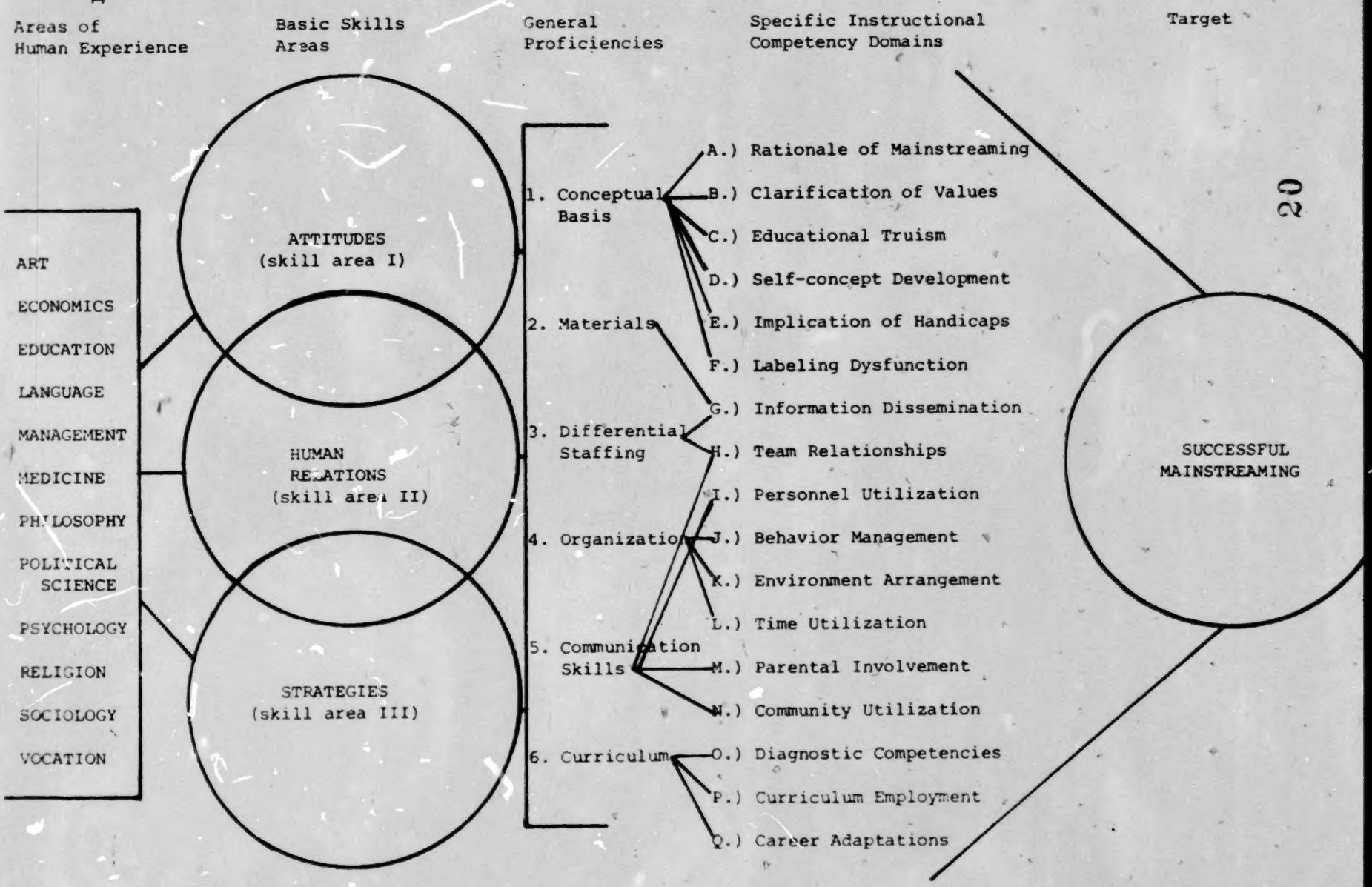
A schema (Figure I) was designed to illustrate the areas of human experiences projected into basic skill areas for mainstreaming. General proficiencies were determined from the basic skill areas. Finally, specific instructional competencies were developed.

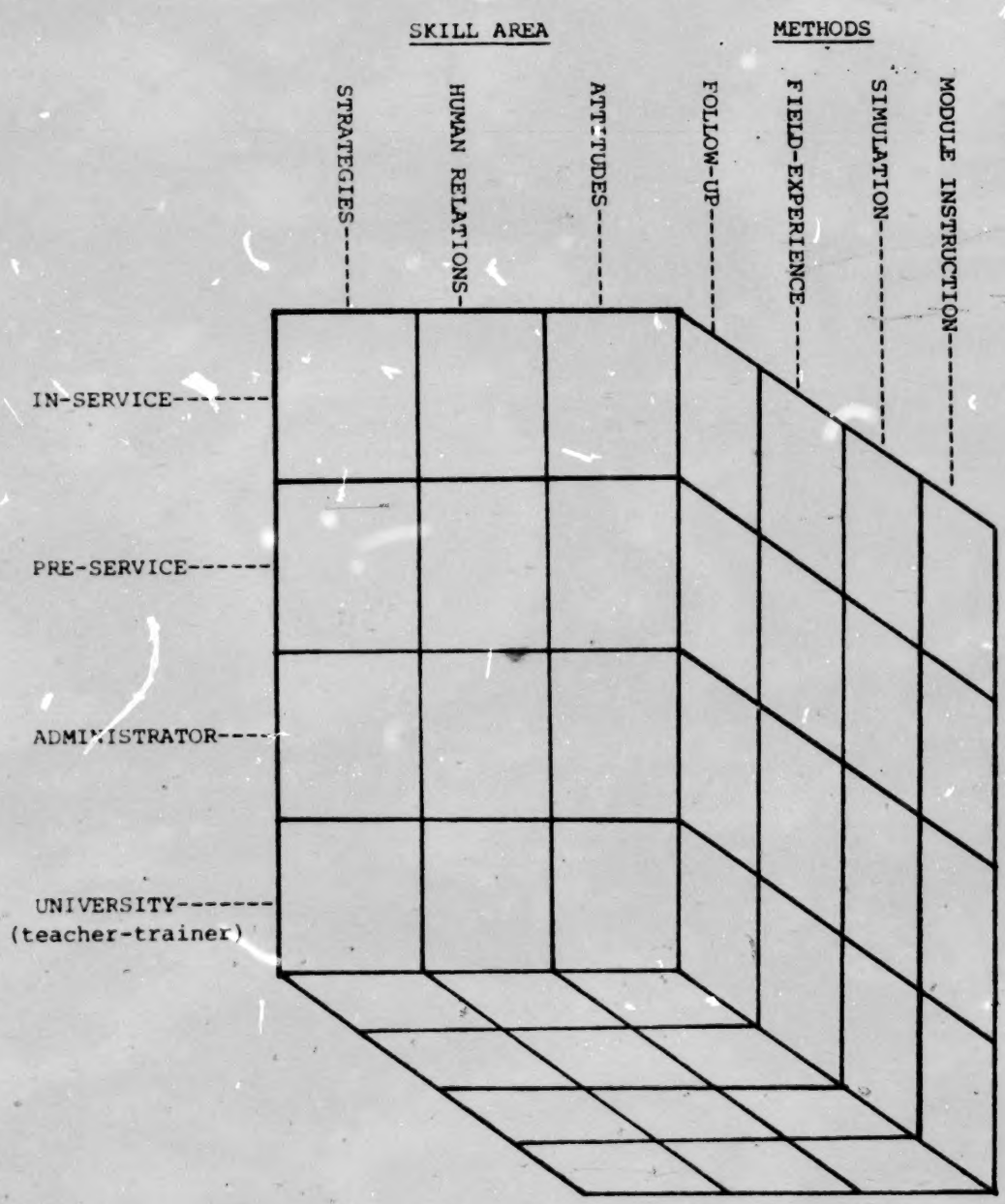
The project paradigm (Figure II) defines the methods, skills, and professional participants to be the key factors involved in the implementation of the project. The methods domain includes module instruction, simulation, field experience, and follow-up as the hierarchy for pre- and in-service training. The skills as taken directly from the schema include attitudes, human relations, and educationally oriented strategies and techniques. The spectrum of the paradigm identifies those professional groups to whom project materials are addressed: pre-service teachers, in-service teachers, administrators/supervisors, and university teacher trainers (see Mainstreaming: Assessment of Teacher Needs).

Both the Advisory Committee and the participants involved in the field testing of the modules were provided with opportunities to comment on the appropriateness of the specified competencies and indicate any additions, omissions, or revisions to those stated. This feedback is currently being employed in the modification of the modules. Plans call for these revisions to be completed by the fall semester 1976.

THE SCHEMA FOR COMPETENCY DEVELOPMENT - P. R. E. M.

FIGURE I





PARADIGM FOR DEFINING PROJECT P. R. E. M.

FIGURE II

Cluster C--Major Programming Activities and Evaluation

Assessment procedures have been delineated, classified, and established for the minimal competencies necessary for the successful completion of the program by educators. Pre- and post-tests have been designed for each module. Each module objective contains several alternative assessment activities to allow the participant to obtain a perception of his/her individual level of achievement.

During the process of module development the Project Planning and Development Team concentrated on reviewing previously produced modules from the University of Texas at Austin as well as other commercially produced materials designed to train educators to work with mildly handicapped students. Each of the ten Let's Series modules contains a wide range of learning activites for each objective, therefore providing participants with the opportunity to select from a variety of activities, to sequence and pace their own progress, and to evaluate their level of competency (see Appendix A for module descriptions).

An Educators' Laboratory was established at Mathews Elementary School, a centrally located school convenient to shuttle bus lines. Equipment installed in the laboratory consisted of a video tape monitor, a cassette tape and slide viewer, a filmstrip projector with a cassette tape player, a tape recorder, and listening stations. Other equipment such as a 16mm film projector, additional tape recorders and filmstrip viewers, and an overhead projector were furnished either by the University or by the Austin Independent School District. This equipment aided in providing for individualized

instruction of participants. However, additional equipment was requested for Year Two of the Project to equip the Educators' Laboratory with the amount of equipment necessary to gear the learning activities of the modular components to the individual needs of the participants and to provide a self-paced, competency-guided program to a maximum number of pre-service and in-service participants.

The Educators' Laboratory will be relocated in another public school building for the second and third years of the project in an attempt to accommodate larger numbers of participants in a less limited space. The relocation site will also need to be centrally located and have the capacity for providing energy sources for the audio-visual aids which will equip the laboratory.

The Planning and Development Team supervised the pilot testing of the modules and delivery systems with a group of forty-six pre-service elementary education majors, a group of forty-three pre-service secondary education majors, and a group of eighteen in-service teachers, both elementary and secondary. These three groups of participants progressed through the first four modules as a part of either their existing pre-service course work or as a part of their continuing education program. The four modules which were piloted were considered by the Planning and Development Team, as well as by the Advisory Council, to be the most essential components of the program, with subjects relating to 1) developing positive attitudes toward mainstreaming mildly handicapped students, 2) understanding the concept of mainstreaming and the Texas Comprehensive Special Education Plan, 3) understanding special education terminology and the educational implications of various handicapping

conditions, and 4) developing strategies for individualizing instruction. In addition to completing the first four modules, the in-service teacher group individually selected a minimum of one additional module from the series.

Additional groups of pre-service teacher education majors and graduate students had the opportunity to field test project materials. These groups included: a junior level observation block progressed through the modules dealing with individualized instruction and testing and observational techniques; a graduate level class in parent counseling utilized the module focusing on the development of parent attitudes; and the entire group of elementary and special education student teachers experienced activities contained in the module on attitudes and the module dealing with the concept, rationale, and implementation of mainstreaming. Activities planned for the summer will include a group of secondary teachers, the University of Texas Teacher Corps members, a new teacher orientation workshop sponsored by the Austin Independent School District, and an administrators' workshop also sponsored by Austin Independent School District.

Each participant was encouraged to complete an evaluation form upon achievement of the competencies for each module. Answers to questions concerning the appropriateness and relevance of the goals and objectives, the pre- and post-assessments, and the learning activities were solicited and formed the basis for the ongoing revision of the training program.

Both formative and summative evaluation processes have been utilized to determine the effectiveness of instruments, procedures, and modules developed for or brought into the project. It was found that more objective and less lengthy pre- and post-tests would provide a more readily usable

competency profile for each participant. Module evaluation forms will also need modification prior to implementation during Year Two of the project.

Cluster D--Administration and Organization

Administration and organizational duties center primarily on proposal preparation and reporting to the appropriate authorities a synopsis of the activities of the first year. Approval has been received for the continuation of the project into the second year and plans have begun for the preparation of the proposal for Year Three.

PROPOSED OBJECTIVES DURING YEAR TWO OF THE GRANT

The 1976-77 year of the project will consist of activities involved with the initial implementation of the model as developed in Year One. Objectives for the second year of the project are presented below in relation to the appropriate major cluster area.

Cluster A--Planning

1. Select and hire additional educators who are to serve as key persons on the Planning and Development Team and to assist in the movement of participants through the modules and field components.
2. Select additional members and continue implementation of the joint college-community-school Advisory Committee including college students, local school district personnel, local school organizations' representatives, parents of handicapped students, the local Teacher Education Center personnel, and university faculty.
3. Detail the Program Evaluation and Review Technique (PERT) network for the second year of the project and make appropriate modifications based upon use of the system throughout Year One.
4. Maintain previously established lines of communication as well as identify and establish additional lines of communication involving local and state agencies in the Austin area to facilitate the field experience components for Years Two and Three.
5. The Planning and Development Team will identify instruments and procedures for evaluating the field experience component. Use of

the resulting monitoring instrument will be implemented in observation and student teaching components.

Cluster B--Programming and Evaluation

1. The Planning and Development Team will survey pre- and in-service participants to elicit responses relative to the effectiveness of the training procedures incorporated into The University of Texas at Austin model.
2. The Planning and Development Team will identify and reclassify additional competencies for successful completion of the program by educators, regardless of specialty, and omit those competencies which were considered unrelated to the implementation of successful mainstreaming practices.
3. The Planning and Development Team will revise or develop modules in key subject related areas (reading, writing, counting, career and vocational guidance, etc.) for use by faculty members in any sub-discipline. These modules will focus specifically on methods and techniques and will be more age/grade level and subject specific.
4. The Advisory Committee, faculty, and teachers will apply the evaluative instruments and procedures (identified by the Planning and Development Team) to all systems and modules.

Cluster C--Implementation of Model

1. The Planning and Development Team will supervise the movement of in-service personnel through the modules.
2. The Planning and Development Team and The University of Texas at Austin faculty will supervise the movement of pre-service personnel through the modules.
3. The Planning and Development Team will supervise the movement of administrators and other selected personnel through the modules.
4. The Planning and Development Team will analyze and evaluate the data collected on the instructional modules, delivery systems, and field components from project participants.

Cluster D--Administration and Operational Tasks

1. The Project Coordinator will prepare the proposal for Year Three.
2. The Project Coordinator will initiate plans for integrating the model into The University of Texas at Austin system.
3. The Project Coordinator will prepare and make available to appropriate authorities the Final Report of Year Two activities.
4. The Planning and Development Team will devise and implement a system for the dissemination of materials and information developed by and relating to the project.

Implementation of Model

During the first half of the second year, the Planning and Development Team will supervise the movement of approximately fifteen in-service teachers

through all phases of the Educators' Laboratory. Follow-up observations will be conducted by the Planning and Development Team to determine the level of competency on criteria for appropriate mainstreaming activities on the part of participating teachers.

Approximately fifty pre-service elementary and secondary teachers will then cycle through the Educators' Laboratory as part of their junior year program. The field based component of this project will be incorporated into the existing observation/participation components in the elementary and secondary settings. The Planning and Development Team faculty at the university will gather information regarding their students' progress through the laboratory based experiences and will assist in the supervision of the related practicum experience. The Planning and Development Team will develop guidelines for the implementation of experiences designed to bring together regular and special education personnel in a team relationship at both the undergraduate and the in-service levels. An observational checklist for use in assessing the pre-service teachers' performance during their observation/participation practicum will be developed by the Planning and Development Team with the assistance of the Advisory Committee.

In an attempt to assess the efficacy of this approach, one half of the fifty trained pre-service teachers will be assigned for their field practicum component to the classes or units of the fifteen trained in-service teachers. The remaining pre-service teachers will be assigned to teachers not receiving the special training. Comparisons of pre-service and in-service teachers' performance on criteria for appropriate mainstreaming activities will be made.

During the last half of the second year, approximately fifty pre-service and forty in-service teachers, and five to ten school administrators and university faculty in the regular teacher education program will cycle through the modules in the Educators' Laboratory. The pre-service teachers will then be placed in the associated field experience with a trained teacher in a regular setting. The observational checklist will be used by the Planning and Development Team faculty to assess the transfer of competencies into the field setting, and to provide the participant with feedback. This instrument will also be used as a part of the follow-up activities with teacher participants and as an evaluation tool during the senior year student teaching experience.

Less intense field components will be designed to provide the school administrators, university faculty, and in-service teachers cycling through the Educators' Laboratory fundamental experiences with actual effective models of mainstreaming.

Additional access to effective models of mainstreaming will be provided to all participants through visits to and video tapes of exemplary classrooms and units identified by the Planning and Development Team.

During this period of initial implementation the prospect of utilizing some of the modules at the senior level during the student teaching experience will be evaluated. University faculty team members will aid in placing the modules in a context based upon a continuum of skills. This process will be most beneficial in the complete integration of the project into The University of Texas at Austin teacher preparation program.

PROPOSED OBJECTIVES DURING YEAR THREE OF THE GRANT

The 1977-78 year of the project will consist of activities involving the refinement and dissemination of the project materials and the integration of the competency-guided modules and field components into the courses and field components already existing in the preparation programs at The University of Texas at Austin for regular elementary and secondary educators and into programs of continuing education for in-service personnel. Objectives for the third year of the project are listed below in the four appropriate major cluster areas.

Cluster A--Planning

1. Select and hire additional educators who are to serve as key persons on the Planning and Development Team and to assist in the movement of participants through the modules and field components.
2. Select any additional members and continue implementation of a joint college-community-school Advisory Committee including college students, local school district personnel, local school organizations' representatives, parents of handicapped students, the local Teacher Education Center personnel, and college educators.
3. Detail the Program Evaluation and Review Technique (PERT) network for the third year of the project and make appropriate modifications based upon use of the system through Year One and Year Two.
4. Maintain previously established lines of communication as well as identify and establish additional lines of communication involving

local and state agencies in the Austin area to facilitate the field experience components for Year Three.

5. The Planning and Development Team will identify additional instruments and procedures for evaluating the field experience and student teaching components. Use of the revised monitoring system will be implemented.

Cluster B--Programming and Evaluation

1. The Planning and Development Team will survey pre- and in-service participants to elicit responses relative to the effectiveness of the training procedures utilized in The University of Texas at Austin model.
2. The Planning and Development Team will identify and reclassify additional competencies for successful completion of the program by educators, regardless of specialty.
3. The Planning and Development Team will revise modules in key subject related areas (reading, writing, counting, career and vocational guidance, etc.) for use by faculty members in any subdiscipline.
4. The Advisory Committee, faculty, and teachers will apply the evaluative instruments and procedures (identified by the Planning and Development Team) to all systems and modules.

Cluster C--Implementation of Model

1. The Planning and Development Team will supervise the movement of in-service personnel through the modules.
2. The Planning and Development Team and The University of Texas at Austin faculty will supervise the movement of pre-service personnel through the modules.
3. The Planning and Development Team will supervise the movement of administrators and other selected personnel through the modules.
4. The Planning and Development Team will analyze and evaluate the data collected on the instructional modules, delivery systems, and field components from project participants.

Cluster D--Administration and Operational Tasks

1. The Planning and Development Team working with the faculty at The University of Texas at Austin will facilitate the integration of the model into the preparation programs for regular elementary and secondary teachers.
2. The Planning and Development Team will devise and implement a system for dissemination of the model throughout the State of Texas and nationally.
3. The Project Coordinator will prepare and make available to appropriate authorities the Final Report of Year Three activities.
4. Materials and information developed by and relating to the project will be disseminated by the Project Staff.

Projected Plans for FY 77

The 1977-78 year will involve the refinement and dissemination of the program as well as the integration of the modular and field components into the courses and field components already existing in the regular teacher preparation program at The University of Texas at Austin. Information received from follow-up surveys of previous participants, from updated reviews of the related literature, and updated surveys of materials will provide the Planning and Development Team with data necessary for module revisions and/or additions. A minimum of 300 new pre-service teachers, 100 new in-service teachers, and 20 administrators will cycle through the Educators' Laboratory. Pre-service teachers after having cycled through the modular components will be placed in a classroom or unit with a trained teacher for the field component experience. Members of the Planning and Development Team will supervise and provide feedback to the participants. Since the work will be completed as part of already existing courses and field components, it can become an integral element of the regular teacher's preparation program with a minimum of difficulty.

The Planning and Development Team will aid local school districts in the process of integrating this project into existing in-service training efforts involving teachers, administrators, and supervisors.

EVALUATION RESULTS

The actual developmental process of designing instructional materials for preparing regular educators to meet the needs of handicapped students necessitates numerous revisions and modifications before being finalized for use by pre-service and in-service trainees. Although some of the modifications may be based on hindsight, most will be based on the collection of evaluative feedback and on the description of the effects of the use of the instructional material.

Formative Evaluation

Formative evaluation consists of the collection of feedback to facilitate the improvement of the instructional material. Modifications of the material and its appropriateness, effectiveness, usability, and technical quality are based upon this feedback. For the purposes of Project PREM, both participant evaluation and evaluative data collected from knowledgeable experts have been incorporated as a basis for program modifications. Participants and members of the Advisory Committee commented on the format, the appropriateness of the instructional content, and the appropriateness of pre- and post-assessments for each module. This information was obtained in the form of qualitative responses, reactions, and comments. The following discussion provides a summary of the comments elicited for each module.

The first module of the Let's Series is designed to assist the participant in developing an understanding and accepting attitude toward the handicapped child in the regular classroom. The general comments on the

objectives revealed that they were appropriate and relevant. It was felt that the learning alternatives were appropriate, but suggestions were made concerning a more in-depth explanation of the simulation experiences. Other suggestions included additional activities for simulation exercises. Pre- and post-assessments were judged to be valuable in the sense that participants were made "to think about their feelings" but were somewhat confusing, vague, and too long.

Module II deals with the development of an understanding of the concepts, rationale, interests, and concerns for mainstreaming in general and Plan A specifically. It was felt that the objectives were inclusive and well stated although some comments revealed that some of the material was "too technical" with too much information presented at one time. When commenting on the pre-assessment devices, evaluators felt that the instrument was too long and too difficult. Suggestions included: a) the incorporation of more sharing or small group discussion sessions, b) the incorporation of videotaped sessions in actual classrooms where mainstreaming is being successfully implemented, and c) more preparation for understanding the special education vocabulary prior to cycling through this module. As a result of this feedback, the Project Planning and Development Team is seriously considering resequencing the series.

The third module is concerned with developing an understanding of the terminology used by special educators and the educational implications of a particular handicapping condition or combinations thereof. The evaluators and participants felt that the goals and objectives for this module were realistic and relevant but were somewhat broad. They suggested that greater use be made

of films, videotapes, and actual field experiences for this particular module. The time factor was of concern to many of the participants who expressed a desire to spend more time in this subject area. Again, the pre-test for the module was considered much too long and difficult to score.

Module IV considers the development of skills in the area of individualized instruction and identifying resources and methods for utilizing alternative instructional procedures. Comments such as, "This module should be a requirement for all teachers," and ". . . made me look at what kind of teacher I am," illustrate the enthusiasm with which this module was accepted. Learning alternatives which necessitated group discussion were most favored. Suggestions for improving the module included extended use of films and videotapes of classrooms, actual observation in classrooms, and construction and implementation of learning centers or other alternative instructional routes in a classroom.

In summarizing the evaluative statements concerning the fifth module, it seems that the evaluators and participants felt the area of building communication skills to be of primary importance in establishing a successful mainstreaming program. Their suggestions included greater use of group discussions and the pairing of special education personnel with the regular classroom teachers for practicing the skills developed throughout the module.

The module designed to develop skills in socially and academically enhancing the status of the handicapped child in the regular classroom was viewed as an important aspect in the training for mainstream education. Participants and evaluators felt the group discussions to be extremely valuable along with the resources such as the readings. Additional learning activities to include slide and audio presentations were suggested.

Module VII deals with the development of classroom management skills. The most common suggestion made concerning this module was to develop audio-visual presentations which illustrate the practical classroom application of behavior management techniques. The pre-assessment for this particular module was viewed as an adequate assessment tool except that it was felt to be too lengthy.

Developing skills in formal and informal testing and observation is the subject of module VIII. Although it was felt the goals and objectives of the module were sufficient and relevant, the evaluators felt the learning activities could focus on more specific techniques and practical skills. Suggestions were made to include more group discussions and audio-visual resources.

The ninth module dealing with material resources and construction was found to be extremely well received. The primary modification seems to lie in developing a less time consuming pre-assessment device.

The module which considers the topic of career education, Module X, was recognized as relevant in making an educational program meaningful to the student. The need for additional audio-visual aids to supplement the learning alternatives was evidenced. This module was seen as especially necessary for secondary educators.

In summary, the modifications viewed necessary included the following:

1) the development of short, objective pre-assessment and post-assessment instruments;
2) the development and refinement of additional audio-visual learning alternatives;

3) the extended use of group discussions as alternatives;

4) the extended use of field experiences and observational components;

5) the resequencing of modules two and three;

6) the inclusion of more thorough annotations for each learning alternative.

Summative Evaluation

Summative evaluation deals with the evaluation of the instructional materials in terms of their effectiveness. The pilot testing of the modules focused on the training of forty-six pre-service elementary education majors, forty-three pre-service secondary education majors, and a group of eighteen in-service teachers, both elementary and secondary. The pre-service groups completed modules one through four as a part of their existing pre-service teacher preparation program. The in-service group consisted of volunteers from fifteen Austin area schools. This group contracted individually to complete the first four modules plus a minimum of one additional module during the three day training session. In addition, a group of eighteen pre-service elementary teachers enrolled in a junior level observation block progressed through the modules dealing with individualized instruction and testing and observing techniques. A graduate level parent counseling class consisting of fifteen students progressed through Module I focusing on the development of positive attitudes. The entire group of elementary and special education student teachers (approximately 150 pre-service teachers) worked through the first and second modules during one of their seminar meetings.

All participants reluctantly attempted to complete the pre-assessment for the modules he/she would be progressing through. None of the participants were able to bypass a module or a particular objective as a result of their pre-test scores. However, upon completion of a learning activity, each participant was able to complete an assessment activity to demonstrate his/her level of competency.

It is anticipated that the utilization of the revised pre- and post-assessment devices will reveal significant differences in the numerical scores as a result of the learning materials. Another goal of the project is to provide a follow-up to evaluate the performance of the concerned objectives during the student teaching experience or as a component of the in-service evaluation of teacher/administrator performance. During the second and third years of the project, the validity and effectiveness of the instructional materials will be further evaluated.

REFERENCES

Bacher, J. "The effects of special class placement on the self-concept, social adjustment, and reading growth of slow learners." Dissertation Abstracts, 1965, 25, 70-71.

Baldwin, W. "The social position of the educable mentally retarded child in the regular grades in the public school." Exceptional Children, 1958, 25, 106-108.

Baller, W. "A study of the present social status of a group of adults, who when they were in elementary schools were classified as mentally deficient." Genetic Psychology Monographs, 1936, 18, 165-244.

Blatt, B. "The Physical, Personality, and Academic Status of Children who are Mentally Retarded Attending Special Classes as Compared with Children who are Mentally Retarded Attending Regular Classes." American Journal of Mental Deficiency, 1958, 62, 801-818.

Carroll, W. "The effects of segregated and partially integrated school programs on self-concept and academic achievement of educable mentally retarded." Exceptional Children, 1967, 84, 93-96.

Cassidy, V.M. and J.E. Stanton. "An Investigation of Factors Involved in the Educational Placement of Mentally Retarded Children: A Study of Differences between Children in Special and Regular Classes in Ohio." Cooperative Research Project No. 043. Columbus, Ohio: Ohio State University, 1959.

Diggs, E. "A study of change in the social status of rejected mentally retarded children in regular classrooms." Dissertation Abstracts, 1965, 25, 220-221.

Dunn, L.M. "Special education for the mildly retarded--Is much of it justifiable?" Exceptional Children, 1971, 37, 537-538.

Goldstein, H., L. Jordan, and J.W. Moss. "The Efficacy of Special Class Training on the Development of Mentally Retarded Children." Project No. 162. Washington: U.S. Office of Education, 1965.

Johnson, G. and S. Kirk. "Are mentally handicapped children segregated in the regular grades?" Exceptional Children, 1950, 17, 65-68.

Kaufman, M., M. Semmel, and J. Agard. Project PRIME: An Overview. Washington: Bureau of Education for the Handicapped, 1973.

Kern, W. and H. Pfaeffle. "A comparison of social adjustment of mentally retarded children in various educational settings." American Journal of Mental Deficiency, 1962, 67, 407-413.

Kirk, S.A. "Research in Education." In H.A. Stevens & R. Heber (Eds.), Mental Retardation: A Review of Research. Chicago: University of Chicago Press, 1964. pp. 57-99.

Mackie, R.P. Special Education in the United States: Statistics 1948-1966. New York: Teachers College Press, 1969.

Mann, L. and W.A. Phillip. "Fractional practices in special education: A critique." Exceptional Children, 1967, 34, 311-319.

Mayer, L. "The relationship of early special class placement and the self-concept of mentally handicapped children." Exceptional Children, 1966, 33, 77-80.

Thurston, T. An Evaluation of Educating Mentally Handicapped Children in Special Classes and in Regular Classes, Cooperative Research Program, Project No. OE-SAW-645. Chapel Hill: University of North Carolina, 1960.

APPENDIX A

MODULE DESCRIPTIONS

Required Modules:

LET 1.00 LET'S TRY ON A LEARNING PROBLEM

GOAL: To develop an accepting and understanding attitude toward the handicapped student in the regular classroom.

OBJECTIVES:

1. To state his/her values in relation to mainstreaming;
2. To experience the sensations of failure and of being different;
3. To identify the personality and physical differences which tend to isolate people; and
4. To identify positive characteristics of student's behavior.

LET 2.00 LET'S GET IT ON: MAINSTREAMING AND PLAN A

GOAL: To develop an understanding of the concepts, rationale, interests, and concerns for mainstreaming in general and Plan A specifically.

OBJECTIVES:

1. To prepare a definition of mainstreaming;
2. To compare and contrast the major factors of mainstream education with those of traditional special education;
3. To present the rationale for mainstreaming including arguments for mainstreaming and the major "interest" groups involved;
4. To develop an understanding of the legislative components of Plan A; and

5. To understand the roles of the supportive personnel of Plan A.

LET 3.00 LET'S MEET WHO WE ARE TALKING ABOUT: OVERVIEW OF HANDICAPPING CONDITIONS

GOAL: To understand the basic handicapping conditions and their educational implications.

OBJECTIVES:

1. To demonstrate an understanding of Special Education terminology in relation to the educational implications;
2. To identify the strengths of handicapped children;
3. To identify behavioral commonalities as related to handicapped and normal students;
4. To identify factors within the student and the environment which might lead to failure; and
5. To identify key issues concerning the education of handicapped students.

LET 4.00 LET'S INDIVIDUALIZE: INDIVIDUALIZED INSTRUCTION

GOAL: To develop an understanding of the basic concepts of individualizing instruction.

OBJECTIVES:

1. To determine if a class is individualized and identify factors which may contribute to or prevent individualized instruction;
2. To identify basic components of alternative instructional strategies;
3. To identify learning styles which relate to the different sensory modalities, strengths, and weaknesses; and

4. To compile human and material resources in preparing instructional materials.

Optional Modules:

LET 5.00 LET'S HURRY UP AND LISTEN

GOAL: To develop an understanding for facilitating all persons involved in the mainstreaming of exceptional students.

OBJECTIVES:

1. To apply basic team relationships to the different case studies involved with the communication process;
2. To use communication skills to initiate interaction between the role of the regular classroom teacher and Plan A personnel;
3. To identify several dissemination service areas outside the school for meeting the needs of handicapped students;
4. To identify instructional/personnel arrangements for described situations in a mainstreaming program;
5. To identify the importance of teacher and parent interaction from described situations; and
6. To prepare an outline indicating possible methods to enhance community involvement in the educational process.

LET 6.00 LET'S GET IT TOGETHER: INTEGRATION

GOAL: To develop an understanding of the skills necessary to facilitate the successful integration of the handicapped student into the regular classroom.

OBJECTIVES:

1. To identify possible underlying reasons for feeling, or actually being, rejected/isolated in the regular classroom;
2. To develop methods of enhancing the status of the handicapped student with peers in the regular classroom; and
3. To develop methods/strategies of academic integration for the mainstreamed student.

LET 7.00 LET'S SPARE THE ROD: CLASSROOM MANAGEMENT

GOAL: To develop strategies for managing student behavior in order to facilitate learning.

OBJECTIVES:

1. To understand the effects of positive/negative reinforcements;
2. To demonstrate knowledge and understanding of the terminology, methods, and theories of behavior management techniques;
3. To demonstrate the ability to initiate preventive measures for behavior problems; and
4. To demonstrate an understanding of the possible causes of and ability to cope with inappropriate behavior.

LET 8.00 LET'S LOOK AND SEE: TESTS AND OBSERVATION

GOAL: To develop an understanding of the participant's role in the evaluation process, appraisal techniques utilized in the assessment of exceptional students, and utilization of evaluation data to make educational decisions for special students.

OBJECTIVES:

1. To identify areas of consideration used to assess student strengths and weaknesses;
2. To identify types of evaluation data available on handicapped students;
3. To analyze information gathered formally and/or informally in the regular classroom; and
4. To understand their role in the utilization of evaluation data to make educational decisions for the handicapped student.

LET 9.00 LET'S MATERIALIZE

GOAL: To develop skill in adapting, preparing, and utilizing appropriate materials and media for the instruction of handicapped students in the regular classroom.

OBJECTIVES:

1. To preview and evaluate the usefulness of multimedia kits of instructional materials to integrate handicapped learners into the regular classroom;
2. To design an individualized learning approach for mastery of a skill or concept in his/her area of concentration;
3. To construct an individual lesson plan for a given student consisting of five consecutive ten to fifteen minute lessons; and
4. To develop a method, lesson, or strategy for expanding the learning environment to outside the classroom.

LET 10.00 LET'S LOOK TO THEIR FUTURE: CAREER EDUCATION

GOAL: To develop a diversity of techniques, processes, and materials to meet the needs of the handicapped student in the career education program.

OBJECTIVES:

1. To identify skills for successful introduction into the world of work;
2. To design a lesson plan for the employment of a vocationally oriented resource; and
3. To identify potential job placement for a student within his/her particular area of interest.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

NOV. 2 76